

The Centre Pre-School

Lifelong Learning Centre, Ely Way, Basildon, Essex, SS14 2EQ



Inspection date

15 September 2016

Previous inspection date

19 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Since the last inspection, the provider has taken steps to ensure that children's welfare is protected. Ofsted has been notified of changes to the pre-school committee. The setting can now confirm that all required steps have been taken to check that all individuals are suitable to work with children.
- The quality of teaching is good. Staff have high expectations of children's attainment. They plan a wide range of challenging and purposeful activities which enable children to make good progress, given their capabilities and starting points.
- Children with additional needs are very well supported. Staff draw on the expertise of a wide range of other professionals to ensure that children's care and learning needs are fully met.
- Staff work well with parents to secure good outcomes for children. Parents value the quality of care and learning provided. They are well supported to promote their children's learning at home.
- The outdoor area is well equipped and provides extensive opportunities for children to be physically active. There are good opportunities for children to explore and to discover things for themselves.

It is not yet outstanding because:

- Monitoring of staff performance is not always sharply focused to ensure that staff receive supervision of the highest quality in order to raise children's attainment to outstanding.
- Systems for monitoring the progress of different groups of children are now in place. However, these have not yet had sufficient time to show how they are impacting on children's outcomes.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance systems for monitoring staff performance and use the information to help staff to establish the highest-quality teaching to help raise children's attainment to outstanding
- evaluate new systems for checking the progress of different groups of children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the pre-school supervisor and provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Vicky Turner

Inspection findings

Effectiveness of the leadership and management is good

The supervisor and staff are highly committed to securing the best outcomes for children. The arrangements for safeguarding are effective. Staff are well trained and have a good understanding of how to protect children in their care. They know how to report concerns they may have about a child. Staff have now embarked on a rigorous system of self-evaluation which helps them identify and address any weaknesses in the provision. The views of parents and children contribute well to this process. Staff now track the progress of different groups of children. This helps them identify and address any gaps in children's learning. The learning programmes provide a broad range of interesting experiences to help children make good progress towards the early learning goals.

Quality of teaching, learning and assessment is good

Good systems for observing and assessing children's progress help staff plan interesting and challenging learning opportunities that engage all children. Detailed play plans highlight the next steps in children's learning. Children are happy, well motivated and eager to participate. Staff seize every opportunity to develop and extend children's mathematical skills and provide good opportunities for problem solving. Staff place a lot of emphasis on promoting children's language development. They interact well with children and engage in constant dialogue, promoting and extending children's language skills. Children benefit from daily voice-sound sessions and are developing a good awareness of letter sounds. Children find out about dinosaurs from information books and make links to previous learning. Staff model the correct pronunciation of dinosaur names and give clear explanations of unfamiliar words. Children thoroughly enjoy a music session accompanied by percussion instruments.

Personal development, behaviour and welfare are good

Children flourish in this well organised and stimulating learning environment. The pre-school is very well resourced with high-quality equipment which are accessible to children. Children's views are recorded on the Our Voices board. Staff are good role models and have high expectations of behaviour. Children are polite and behave well. They show positive attitudes to learning. Children's efforts are rewarded and praised. Parents are encouraged to share children's Wow moments at home with the staff. Staff teach children how to keep themselves safe and to handle equipment safely. They help children assess and manage risks. Children are developing good social skills of sharing and taking turns. They are learning to manage their self-care needs successfully. New children are settling in well and are developing good hygiene practices.

Outcomes for children are good

All children, including those with additional needs, progress well. Children for whom the pre-school receives additional funding also make good progress. Children bond well with their key persons and form secure emotional attachments. They are developing the necessary skills for future learning.

Setting details

Unique reference number	650006
Local authority	Essex
Inspection number	1050119
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	55
Name of registered person	The Centre Pre-school Committee
Registered person unique reference number	RP908636
Date of previous inspection	19 April 2016
Telephone number	01268 281591

The Centre Pre-School was registered in 1976. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am to 11.45am, 12.30pm to 3.30pm and 8.45am to 1.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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